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Documents listed in the bibliography are grouped in categories of--(1) goals and long range planning, (2) administration and faculty, (3) curriculum and instruction, (4) space utilization and scheduling, (5) student characteristics, (6) recruitments and admissions, (7) prediction and academic performances, (8) perception of college environment, (9) retention, attrition, and transfer, and (10) miscellaneous as housing, enrollment, student expenditures. The title, source, availability, and abstract are given for each document. (HH)

An Annotated Bibliography of Institutional Research

1967-68

Joe L. Fincher, Editor

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH

1967-68

Cameron Fincher
Editor

THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

1968

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FOREWORD

This is the second year in which the Association for Institutional Research has published for its members and other interested persons an annotated bibliography of institutional research. Members were requested through the Association's newsletter to submit abstracts of institutional studies completed within the past year.

The criteria for inclusion in the bibliography are the same as the previous year. Studies submitted for inclusion were expected to be of general interest to members of AIR, be available to members who desire a copy, and be summarized or annotated in approximately 50 words. As in the 1967 bibliography, however, no effort has been made to limit the annotations to 50 words and the test of general interest has been left to members of AIR who contributed entries. With the exception of several studies that arrived too late for the printers, all studies received by the editor have been included.

Editing of the annotations has been minimal. Some changes have been necessary, of course, to maintain some semblance of consistent form, but most of the annotations were better prepared than those submitted for the 1967 bibliography. The submission of better prepared annotations is a fact both quickly observed and much appreciated by the editor.

As always in a bibliography, some contributors may question editorial logic in classifying certain studies. The decision to use the same categories as in 1967 was made in the interest of conformity and economy. The classification of studies has been made in light of the editor's understanding of a particular study with no claims of unswerving consistency. Many studies could be classified differently and many could well be entered in two or more categories. When the latter is true, no cross references have been made because of the brevity of the bibliography.

Most entries in the bibliography do not mention cost. For these entries it may be assumed that a single copy of the study is available free. There are exceptions, however, in such cases as University Microfilms where a study is available in different forms on a per page cost. If a study is available in limited quantity or available on loan only, this has been noted. Where there is a purchase price indicated for a particular study, it may be suggested that, if possible, the purchase price should accompany the purchase order.

The distribution of entries among the various categories invites some comment. It will be readily noted that the distribution among categories is not even. Over one-third of the entries fall in the two categories, "Administration and Faculty" and "Student Characteristics." This could mean that more institutional research has been conducted in

these two areas during the past year, or it could mean that contributors believed these types of studies more likely to be of general interest to AIR members. It also could mean nothing.

Although the 1968 bibliography contains fewer entries than the one published in 1967, the annotations would seem to be more extensive and they may convey more information about specific studies. In any event the 1968 bibliography should serve several purposes. Not only should the bibliography reflect the nature and content of specific institutional studies conducted in various colleges and universities, it should provide some stimulation for institutional research in general. If the response to the 1968 bibliography is as favorable as it was to the 1967 bibliography, future issues should be of appreciable value in facilitating communication among AIR members.

As editor I should like to express my personal appreciation to the members of AIR who prepared and submitted entries for the bibliography. I should also like to thank John Hiers, research assistant, who assisted in editorial and proofing chores and Mrs. Mary Snyder who not only typed the final copy of the manuscript but fielded many an error of form that slipped through the editor's fingers.

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ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH

1967-68

GOALS AND LONG RANGE PLANNING

1. Barwick, Allen J. Wilmington College Short Range Enrollment Prediction Model, Office of Institutional Research, Wilmington College, Wilmington, N.C. 28401, 1968, 10 p.

   This study attempts to correlate, by means of a multiple correlation analysis, Wilmington College's enrollment with the number of high school graduates from 10 surrounding counties. When comparing the regression equation with the actual total enrollment, the predicted value was within 1.2 percent of the actual value.

2. Castelpoggi, Raymond. Undergraduate Enrollments of Massachusetts' Residents in the Private Colleges and Universities of Massachusetts: 1955, 1960, 1966, Office of Institutional Studies, University of Massachusetts, Amherst, Mass. 01002, 1967, 22 p.

   Presenting recent trend data on the proportion of Massachusetts' residents enrolled in the undergraduate curricula of the private colleges and universities of Massachusetts, this study is an aid to long-range planning for higher education within the state of Massachusetts. Data are analyzed along several primary lines including size of the institution, religious or non-religious control, composition of the student body, and location.

3. Hewitt, Raymond G. On Developing a List of Institutions Comparable to the University of Massachusetts Phase 1: Selecting the Variables and Choosing the Key-Sort Principle, Office of Institutional Studies, University of Massachusetts, Amherst, Mass. 01002, 1967, 21 p.

   Most institutions need a list of "comparable" or "would like to be" institutions for a variety of purposes. Since one such list is not always suitable for all purposes, this paper describes a method whereby different samples can be drawn based on both the conventional types of variables (enrollment, control, etc.) as well as on some of the recent work in college environments done by Alexander Astin.

4. Hewitt, Raymond G. On Developing a List of Institutions Comparable to the University of Massachusetts Phase II: The Institutional Data Card, Office of Institutional Studies, University of Massachusetts, Amherst, Mass. 01002, 1968, 19 p.

   Phase II describes specific coding and sorting procedures involved in the use of the system described in Phase I of this same project. Perhaps it is best regarded as an "operations manual" of the system as it has evolved.

5. Kirks, J.L., and C. Moran. Enrollments in Higher Education - TrenData #1, Office for Institutional Research, Wayne State University, Detroit, Mich. 48202, 1967, 22 p. $1.00

   This issue of TrenData, a new publication of the Office for Institutional Research designed to provide management information discusses by colleges the five year growth of enrollments in the nation, Michigan's state supported institutions, and Wayne State University. Discussions of factors influencing enrollments are included.

6. Mason, Thomas R. "In Search of Consequences: The Dynamics of Planning in Higher Education", in Proceedings of the Eastern Associatio of College and University Business Officers, 47th Annual Meeting, Boston, December, 1966, 7 p.

   This study outlines a conceptual framework for the development of a comprehensive system of planning in colleges and universitie integrating student loads, academic programs, faculty resources, facilities, and financial planning. (Diagrams omitted in published version.)

7. Panos, Robert J., and Alexander W. Astin. On Using Systematic Information in Making Educational Decisions, Office of Research, American Council on Education, 1785 Massachusetts Avenue, N.W. Washington, D.C. 20036, 1967, 6 p.

   A reprint from Educational Record (Spring, 1967), this paper presents a better understanding of the administrative decision-making process--particularly with respect to the proper role of information. The essential elements in the administrative decision-making process are outlined, and a discussion of the part that different kinds of information play in this process follows.

ADMINISTRATION AND FACULTY

8. Adkins, Chase M. Jr., and Charles R. Walker. The Volume and Cost of Instructional Services at Virginia's Colleges, State Council of Higher Education for Virginia, 10th Floor, Life of Virginia Building, Richmond, Va. 23219, 1967, 82 p.

   Shown in this report are analyses of courses and classes taught, weighted average size of classes taught, student-credit-hours produced, number of full-time-equivalent faculty, average student-credit-hours produced per full-time-equivalent faculty, and instructional salary costs per student-credit-hour produced.

9. Cope, Robert G. The Adoption of New Courses and Programs at Twenty-six Public and Private Universities, Office of Institutional Studies, University of Massachusetts, Amherst, Mass. 01002, 1967, 20 p.

   This survey sought answers to the following questions regarding the adoption of new courses and new programs: Who or what organizational entity is generally responsible for curricular proposals, the review of these proposals, and for the final authorization? How much time usually elapses between the proposal and final authorization? The data were analyzed separately for public and private institutions.

10. Good, Carter V., and Kenneth B. Settle. Administrative and Organizational Relationships Between Departments of Economics, Schools of Business, and Other Collegiate Units, Office of Institutional Studies, University of Cincinnati, Cincinnati, Ohio 45221, 1967, 5 p.

    This survey of the 120 member institutions of the American Association of Collegiate Schools of Business is concerned primarily with the organizational, administrative, and instructional relationships of departments of economics and university schools of business. The relatively high level of interest in this topic is indicated by the almost complete response to a questionnaire mailed to the deans of the schools of business associated with A.A.C.S.B. A total of 117 institutions responded, and 61 of these schools offered written comments in addition to supplying the data requested.

11. Hoffman, Bernard B. Advanced Computer Registration and Arena Registration in a Constant Academic Environment, Office of Institutional Research, Chico State College, Chico, Calif., 1968, 15 p.

    This study reveals the patterns of errors and problem situations developing on a single campus where 4185 students advanced computer registered, and 4053 arena registered in the fall of 1967. The study overcomes many of the earlier research problems of comparability of campuses, student groupings, course offerings, etc.

12. Keene, T. Wayne. Instructional Program Costs at the University of South Florida Division of Planning and Analysis, University of South Florida, Tampa, Fla. 33620, 1968, 100 p. $2.00

    This report presents various factors involved in educational and general expenditures in fiscal year 1965-66 for instruction on a per-student basis by academic program by level. Also it includes costs for research and extension and a history of several variables of cost from the university's opening in 1960, which might be useful in fiscal planning for the first few years of operation of new institutions.

13. Kelly, M. Frances. Job-Seeking Strategies of Two-Year College Faculty in New York State, University Microfilms, Ann Arbor, Mich., 1968, 180 p.

The job-search strategies of two-year college faculty in New York State public institutions are analyzed in relation to a sociological theory of participation using the concepts of contacts and intermediaries in a social participation network. A series of propositions is presented which link job-search techniques to the prior work settings of the candidate, the similarity or nonsimilarity of his work past, and his occupational perspective. Data on the personal background, occupational history, and entry of 1075 faculty employed between 1965 and 1967 in 34 New York State public two-year colleges are based on a questionnaire responded to by all units. In addition, intensive interviewing of 71 new faculty members at 18 of the two-year colleges, employed during the same period, reveals distinctive search styles for former graduate students, former secondary school teachers, former business and industrial personnel, and former "other college" faculty.

14. Kenney, James B., and Daniel M. Sheehan. An Investigation into the Capabilities of the Generalized Academic Simulation Program (GASP), Senior Author, College of Education, University of Georgia, Athens, Ga. 30601, 1967, 53 p. (available on loan only)

This study determines the levels of operating efficiency of the GASP when constructing four kinds of secondary school time tables. Problem areas identified include GASP documentation, coding incompatibility, the maintaining of the integrity of classes across semesters by ability levels, and the provision of "free time" through floating time modules. Final statistics reveal 95 percent student course requests satisfied.

15. Kirks, J.L., and D.F. Hixson. Financing Higher Education - TrenData #2, Office for Institutional Research, Wayne State University, Detroit, Mich. 48202, 1967, 19 p. $1.00 (copying charge)

This second issue of TrenData discusses sources of support for higher education in Michigan and analyzes five years of trends at Wayne State University. A special section deals with trends in federal support, national and state-wide, and presents data from a preliminary report on the impact of federal funds on science education at Wayne State University.

16. Nangle, J.E. A Survey of Faculty Attitudes on Fringe Benefits and Related Issues, Office of Institutional Research, Western Michigan University, Kalamazoo, Mich. 49001, 1968, 25 p.

    A sample of 494 faculty participated in a survey gathering information about the importance of fringe benefits, desired improvements to existing benefits, allocation of financial resources between salary and benefits, and desired target dates for improvements. An analysis is reported for the sample and subgroupings based upon sex, service, dependents, and rank.

17. NEA Research Division. Faculty Salary Schedules in Colleges and Universities, 1965-66, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, 1967, 43 p. $1.00

    This pilot study analyzes the structure of salary schedules in institutions granting 4-year or higher degrees. Using the schedules obtained in the survey of salaries paid in higher education, the report shows the levels and relationships of minimum and maximum scheduled salaries, the provision for increments, specific requirements for appointment or promotions, and salary differences scheduled for various levels of academic preparation.

18. NEA Research Division. Faculty Salary Schedules in Public Community-Junior Colleges, 1965-66, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, 1967, 46 p. $1.00

    This study reviews the characteristics of salary schedules in public 2-year institutions. In addition to reporting the levels of scheduled salaries, the report shows the requirements for salary placement and advancement, the relationship between number and total amount of increments, and the presence of salary policies in the salary schedules of public community and junior colleges. Examples of comprehensive schedules are reproduced.

19. Research Reports, Volume II, September 1965-August 1967, Office of Institutional Research, State University of New York at Buffalo, Buffalo, N.Y., 1967, 161 p. (available on loan only)

    This volume reports research at the University of Buffalo and selected universities around the country. Section I contains a series of occasional reports by the staff of the Office of Institutional Research related to the University of Buffalo. Section II contains tabulations on enrollments, with extensive breakdowns in categories ranging from student tuition to faculty salaries for a sample of large universities scattered throughout the country. Section III contains various papers on institutional research from a more theoretical standpoint. The authors in this section give a report on institutional research at Buffalo and mention suggested areas of study. Section IV has a topical bibliography with main headings under Higher Education and Academic Departmental Organization. A previous volume contains research reports and various staff papers written prior to September, 1965.

20. Walker, Charles R. Financing Virginia's Colleges, State Council of Higher Education for Virginia, 10th Floor, Life of Virginia Building, Richmond, Va. 23219, 1968, 41 p.

    Presented in this report are financial data for the fiscal year 1966-67 for all state-controlled colleges and universities in Virginia. Analyses of current operating income shown by source of income and current operating expenditures shown by expenditure function are presented.

21. Walker, Charles R. The Theory and Practice of College Accounting, Number 1, State Council of Higher Education for Virginia, 10th Floor, Life of Virginia Building, Richmond, Va. 23219, 1966, 24 p.

    This is a publication designed for the discussion, formulation, and advancement of a body of generally accepted accounting principles applicable to higher education institutions. Included in this issue are discussions of capital outlay versus current expense, auxiliary enterprise versus educational and general operations, and accounting for sponsored programs.

22. Walker, Charles R., Chase M. Adkins, Jr., and James C. Phillips. Those Employed at Virginia's Colleges, State Council of Higher Education for Virginia, 10th Floor, Life of Virginia Building, Richmond, Va. 23219, 1967, 29 p.

    This work analyzes characteristics of faculty at Virginia state-controlled colleges and universities such as academic rank, highest earned academic degree, and years of experience. Faculty salary data are shown for full-time faculty and for full-time-equivalent faculty (including part-time).

CURRICULUM AND INSTRUCTION

23. Dwyer, Francis M. Adapting Visual Illustrations for Effective Learning, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1967, 18 p.

    The purpose of this study was to evaluate the relative effectiveness of various types of visual illustrations being used to complement oral instruction in large group teaching-learning situations at the college level. The findings suggest that increasing amounts of detail in illustrations do not necessarily lead to greater learning. The study raises questions about the meaning of "realism" in visual aids.

24. Dwyer, Francis M. Improving Instructor Effectiveness on Television, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1967, 7 p.

    The purpose of this report was to develop a systematic procedure for acquainting potential television instructors with the potentials and limitations inherent in the television medium. It attempts to develop a method designed to assist instructors in improving the effectiveness and efficiency of their televised presentations.

25. Dwyer, Francis M. The Instructional Impact of Visual Illustrations Designed to Complement Oral Instruction, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1968, 20 p.

    This study was an investigation of the effectiveness of eight types of visual illustrations used to complement oral instruction. It also attempted to evaluate the instructional value of black and white and colored visual illustrations. Two hundred sixty-two twelfth graders were randomly assigned by class to one of nine treatment groups with achievement evaluation in terms of five criterion tests designed to measure specific educational objectives. Comparisons among the nine treatment groups yielded significant differences on tests measuring different educational objectives. It was found that the realism continuum is not a reliable predictor of learning efficiency, and that for promoting student learning of specific educational objectives, color is an important instructional variable.

26. Dwyer, Francis M. Recent Developments and the Impact of the Newer Media, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1966, 11 p.

    This paper describes The Forum, Penn State's Instructional Media Center. It describes rather explicitly the instructional arrangements, types of instructional media arrangements, large screen television facilities, acoustical features, auditoria seating and lighting characteristics, the central core, electronic podium, additional (optional) media utilization features and future plans to utilize a student response system.

27. Dwyer, Francis M. The Relative Effectiveness of Varied Visual Illustrations in Complementing Programmed Instruction, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1967, 16 p.

    This study was designed to evaluate the instructional effectiveness of varied types of visual illustrations used to complement verbal (printed) instruction. It also attempts to determine which types of visuals should be used at the college level to facilitate student achievement of specific behavioral and content objectives.

28. Dwyer, Francis M. A Review of Characteristics and Relationships of Selected Criteria for Evaluating Teacher Effectiveness, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1968, 50 p.

    This report is concerned with specific criteria and their relationship to the evaluation of teaching effectiveness. An attempt has been made to summarize the results of over seventy research studies and to draw general conclusions from the data reviewed. Many of the cited studies are in an annotated form.

29. Good, Carter V., and Kenneth B. Settle. Post Doctoral Survey, University of Cincinnati, 1966-67, Office of Institutional Studies, University of Cincinnati, Cincinnati, Ohio 45221, 1967, 5 p.

    As a part of a national survey sponsored by the National Research Council, questionnaires were sent to 42 postdoctoral students at the University of Cincinnati. A composite picture of the typical postdoctoral person is reflected in the following: personal information, previous degrees, financial support, area of concentration, geographical source of students, teaching and/or laboratory work, and preference for place and kind of employment after completion of postdoctoral studies.

30. Harris, John. Status of Non-Thesis Option in the Master's Programs of Selected Microbiology Departments, Institute of Higher Education, University of Georgia, Athens, Ga. 30601, 1967, 12 p.

    This study surveys forty-five microbiology departments as to the existence and nature of non-thesis options in their master's degree programs. Out of forty-one departments responding, twelve had non-thesis options in their master's degree programs. This paper reports reasons given for having the non-thesis options, as well as the reasons given for not having it when it had been considered. The compositions of the non-thesis options are also reported.

31. Hewitt, Raymond G. Grades: A Need for Discussion, Office of Institutional Studies, University of Massachusetts, Amherst, Mass. 01002, 1968, 6 p. (limited quantity)

    The literature regarding grading was consulted to assess the current grading problem. Shortcomings in the present systems of grading are noted and possible alternatives examined.

32. Hewitt, Raymond G. The Status of the Pass-Fail Options at Twenty-Two Colleges and Universities, Office of Institutional Studies, University of Massachusetts, Amherst, Mass. 01002, 1967, 16 p.

    The pass-fail option was analyzed with regard to both its implementation and its success. Certain similarities in the policies adopted at the sample of institutions are noted but it appears too early to evaluate their programs.

33. Holtorf, E. Major/Curriculum Study, Office for Institutional Research, Wayne State University, Detroit, Mich. 48202, 1967, 11 p.

    An analysis of the offerings of departments or colleges by the majors and/or curricula of the students enrolled in the courses. A summary of the matrices of the student credit hours taught, translated into percentages, affords a comparison of the consecutive fall quarters for a five-year period beginning with the Fall Quarter, 1962-63.

34. Holzman, Lois A. The Teaching and Research Responsibilities of Graduate Students, University of Rochester, Fall, 1965, Office of Planning and Institutional Studies, University of Rochester, Rochester, N.Y. 14627, 1967, 29 p. 40¢

    This report is an analysis of the use of graduate assistants in teaching and organized research, including the sources of support for graduate students. It confirms that teaching assistants are used primarily in lab and discussion subsections under faculty supervision and shows differences of their use in sciences, humanities, and social sciences.

35. Lucas, John. Evaluation of IF SLIP: Interfraternity Council's Learning Improvement Program, Office of Institutional Research, University of Tennessee, Knoxville, Tenn. 37916, 1967, 5 p. (limited quantity)

    This report reviews the type of students to attend a special voluntary tutoring session. In addition, there is an analysis of the effects of the Fall 1966 IF SLIP (Interfraternity Council Student Learning Improvement Program) tutoring sessions on grades in the parent freshman courses for which tutoring was offered. Results indicated that frequent attendance at tutoring sessions seems to raise grades (corrected for initial ability) in the parent course about three-fourths of a point, as compared to infrequent attendance. A discussion of appropriate control groups which should be used in research situations such as this is also included.

36. Ward, Renee E., John E. Stecklein, and Barbara B. Wasson. Exam Practices Study: A Survey of Classroom Testing in Undergraduate Courses at the University of Minnesota, Bureau of Institutional Research, University of Minnesota, Minneapolis, Minn. 55414, 1968, 200 p. $1.50

    This work is an analysis of testing practices and attitudes about testing of University of Minnesota faculty based on a questionnaire survey of a sample of over 2,000 faculty members. Numerous aspects of test preparation, test administration, and evaluation of test results are considered, and faculty attitudes about several issues in undergraduate evaluation are presented. The data are analyzed by class type, class size, course level, college, field of study, and faculty rank.

SPACE UTILIZATION AND SCHEDULING

37. Bonham, D.H., R.F. Browne , J.B. Firstbrook, C.A. Lawrence, and J.A. Whitley. Report of the Senate Timetable Committee, Senior Administrative Assistant, Faculty of Arts and Science, Queen's University, Kingston, Ontario, Canada, 1967, 50 p.

    This report is a broad study of the current timetabling policies, procedures and problems at Queen's University. General principles applicable to Queen's and other universities are outlined. Recommendations cover broad general aspects of timetable preparation, the procedure for establishing and revising timetables, the academic day, and the timetable pattern.

38. Cleek, John E., and John J. Coffelt. Capital Improvements Program -- The Oklahoma State System of Higher Education, 1965-1975, Phase Two, Oklahoma State Regents for Higher Education, State Capitol, Oklahoma City, Okla. 73105, 1968, 83 p. (limited quantity)

    The present study involves an updating of the projection of capital improvements needs of institutions which comprise the Oklahoma State System of Higher Education. Procedures employed in the inventory of existing facilities are described, together with space factors and space standards adopted for projecting future needs.

39. Dahnke, Harold, Donovan Smith, and John E. Cleek. Facilities Classifications and Inventory Procedures for Institutions and State Agencies, U.S. Office of Education, Washington, D.C., 1967, 109 p.

    This document is the fifth draft of a three-way classification system devised by 30 representatives of various agencies--state, federal, and private. It illustrates how space inventory provides useful information in decision-making, both immediate and long-range and is replete with suggested forms and examples.

40. Phillips, James C., and Charles R. Walker. Physical Facilities at Virginia's Colleges, State Council of Higher Education for Virginia, 10th Floor, Life of Virginia Building, Richmond, Va. 23219, 1967, 45 p.

    This report analyzes inside assignable space at Virginia's state-controlled colleges and universities presented by function and by room type. In addition, qualitative evaluations of buildings are presented as well as analyses of land available for use at Virginia's state-controlled colleges and universities.

41. Skillings, H. Hills. Computer Class Scheduling: The Mechanics of Operation with Illustrations from the University of Massachusetts, Office of Institutional Studies, University of Massachusetts, Amherst, Mass. 01002, 1967, 122 p.

    This work explains in detail the computer class scheduling procedure used at the University of Massachusetts. The author has, however, attempted to keep the principles involved as general as possible to make the document useful for all those interested in applying data processing techniques to scheduling problems.

STUDENT CHARACTERISTICS

42. Fincher, Cameron. The University of Georgia Freshman Class Fall 1967, Institute of Higher Education, University of Georgia, Athens, Ga. 30601, 1967, 26 p.

    This report provides descriptive information on University of Georgia freshmen gathered and tabulated by the Office of Research of the American Council on Education. Data are presented on the home and family background, high school achievement, educational and career objectives of University of Georgia freshmen. Data are also presented on the students' attitudes, opinions, and activities. An effort is made to compare the 1967 freshman class with freshmen who entered the University of Georgia in 1966 and with freshmen entering other universities throughout the nation. The major conclusion drawn in the report is that University of Georgia freshmen differ but slightly from freshmen entering other universities in the nation.

43. Fleisch, Sylvia, and Elizabeth R. Carson. Those Who Never Came, Office of Academic Affairs, Boston University, Boston, Mass. 02215, 1968, 35 p.

    This study is concerned with applicants to the Boston University Class of 1970 who were accepted for admission but failed to register. Variables considered include College Board examination test scores, class rank, choice of home state schools, institution now being attended, and others. The report is part of a ten-year research project on undergraduate student retention and attrition.

44. Fleisch, Sylvia, and Samuel Gerson. Undergraduate Transfer Students Who Entered Boston University in Fall, 1966, Office of Academic Affairs, Boston University, Boston, Mass. 02215, 1967, 41 p.

    A companion study to The Boston University Class of 1970, Undergraduate Transfer Students, this study seeks an understanding of the characteristics, attitudes, and beliefs of students entering as undergraduate transfers Fall 1966 from other institutions of higher learning. It is part of a ten-year research project on undergraduate student retention and attrition on a college-by-college basis within Boston University.

45. Good, Carter V. Survey of Full-Time Graduate Students, University of Cincinnati, 1966-67, Office of Institutional Studies, University of Cincinnati, Cincinnati, Ohio 45221, 1967, 24 p.

    The purpose of this survey is to summarize the findings of 555 usable replies to a questionnaire investigation of 1,120 full-time graduate students at the University of Cincinnati, 1966-67. Twenty-seven tables were prepared to reflect findings in the following areas: types of graduate assistants; personal information such as date of birth, marital status, dependents, citizenship, origin and year of bachelor and master degrees, previous graduate appointments and employment, source of funds, credit hours carried, degree sought; foreign language requirements, anticipated employment and location, hours spent in teaching or research, advantages and disadvantages of assistantship.

46. Harmon, Lynn, John Lucas, and James R. Montgomery. Summer Quarter: An Analytical Review, Office of Institutional Research, University of Tennessee, Knoxville, Tenn. 37916, 1967, 5 p. (limited quantity)

    The summer quarter enrollment rise is compared to the fall quarter rise for the years 1962 to 1966 and is broken down by college and by class. The percentage of freshmen entering the University in the summer quarter is calculated, as is the proportion of women attending school during the summer quarter as opposed to the regular school year. The funds allotted for summer school are analyzed in terms of the number of course offerings, the percentage of faculty growth, and the proportion of courses per student enrolled. In addition, the number of conferences, short courses, and institutes held on the Knoxville Campus in the summer quarter is evaluated.

47. Hoffman, Bernard B. Full Disclosure on Sex: A National Study of Student Attitudes and Experiences, Office of Institutional Research, Chico State College, Chico, Calif. 95926, 1968, 24 p. $1.00

    This study is based on a survey of sociology students in 500 colleges and universities and a questionnaire developed to reveal the grade level and circumstances in which students received a full disclosure on sex. An additional question probes student views on this subject for their children. The findings are presented by geographic location, institutional type, and student and parent characteristics.

48. Hoffman, Bernard B. Marihuana and Criminal Sanctions: A National Study of Student Attitudes, Office of Institutional Research, Chico State College, Chico, Calif. 95926, 1968, 20 p. $1.00

    This work is based upon a survey of sociology students in 500 colleges and universities and the author's earlier probes of the subject which disclosed that a Scale of Criminal Sanctions would reveal areas of divergent student views. The findings are presented by geographic location, institutional type, and student and parent characteristics.

49. Morishima, James K. The Effects of Examination Scheduling on Student Behavior, Office of Institutional Educational Research, University of Washington, Seattle, Wash. 98105, 1967, 6 p. 25¢

    This study strongly suggests that there is an orderly relationship between examination scheduling and the academic behavior of undergraduate students. The results obtained are sufficiently consistent to encourage additional research designed to test, and possibly extend, the findings of this study. Briefly, the following generalizations are tentatively suggested by the investigation: For more than 25 percent of undergraduate students, final examination week is devoted to initial coverage of subject matter rather than to integrative review; students are as likely to feel the need for intensive cramming during final exam week in courses giving the most examinations as in courses examining less frequently, although they keep abreast of assignments better in the former; there is evidence suggesting that hour exams function more powerfully to keep students abreast of assignments and to encourage review than do short quizzes.

50. Morishima, James K. University of Washington Image Held By College-Bound High School Students in 1966, Office of Institutional Educational Research, University of Washington, Seattle, Wash. 98105, 1967, 19 p. 50¢

    A 1961 image study was duplicated to determine any changes in the University's image. The 1966 study also included a 30 item inventory from CUES. Significantly fewer 1966 students (as contrasted to 1961) reported training for a job as the most important gain from college. Significantly more 1966 students indicated that a liberal education was the most important gain from college. There was an increase in the proportion of students who were undecided as to what their collegiate majors would be. There was a significant increase in the proportion of voluntary comments dealing with academic (as opposed to nonacademic) aspects of the University. The results from the CUES indicated that the University is viewed as high on the scholarship scale and the awareness scale (90th percentile), and low on the remaining scales (30-60th percentile).

51. Panos, Robert J. Criteria of Student Development, ACE Research Reports, Vol. 2, No. 6, Office of Research, American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036, 1967, 6 p.

    Presented as part of a symposium, Implications of a Program of Research on Student Development in Higher Education, this report examines the problems of developing adequate definitions of criteria of student development, adequate measures of such relevant educational outcomes, and current approaches to these problems.

52. Panos, Robert J., and Alexander W. Astin. They Went to College: A Descriptive Summary of the Class of 1965, ACE Research Reports, Vol. 2, No. 5, Office of Research, American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036, 1967, 34 p.

    In this paper data collected during a recent follow-up survey involving 60,000 students from a national sample of 1961 entering freshman classes at 246 accredited four-year colleges and universities are presented and evaluated. The data include control (input) variables such as race, religion, and socioeconomic background; criteria (outcome) variables such as educational plans, educational and extracurricular achievements, and career choices; and additional independent variables such as marital status, types of financial support received during college, and the amount of professional vocational counseling received during college.

53. Panos, Robert J., Alexander W. Astin, and John A. Creager. National Norms for Entering College Freshmen--Fall 1967, ACE Research Reports, Vol. 2, No. 7, Publications Division, American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036, 1967, 89 p. $2.50

    The national norms presented in this report were compiled in connection with the Cooperative Institutional Research Program currently being conducted by the Office of Research of the American Council on Education. The purpose of this report is to present both national normative data on the characteristics of students entering college as first-time, full-time freshmen in 1967, and comparative data on the characteristics of students entering different types of institutions. The data have been differentially weighted to be representative of the defined population of entering freshmen students. The information provided by these students, in conjunction with follow-up data to be collected in subsequent years, will be used to measure changes in the student's educational and career plans, attitudes, and behavior during the college years.

54. Ryan, Martin D. Attitudes and Background Characteristics of the 1967 Saint Joseph's College Freshman Class Compared to Other College Freshmen, Institutional Research Office, Saint Joseph's College, Rensselaer, Ind. 47978, 1968, 39 p. $4.50

Saint Joseph's has participated in the American College Testing Program's Questionnaire study of the characteristics of entering freshmen for the past two years, and this study used this data to compare the freshman class with the average freshmen attracted to two-year colleges, four-year colleges, Midwest colleges, and Catholic colleges. The bases used for comparison are high school grade average, secondary school achievements, applications to other colleges, acceptances by other colleges, major field of study, career, influences in deciding to attend this college, father's education, estimated parental income, and objectives considered essential. The comparisons are made via text and 29 tables which compare each of the college types for each of the variables in the ACT study.

55. Ryan, Martin D. A Comparison of the 1966 Saint Joseph's Freshmen with Midwestern and National Freshmen, Institutional Research Office, Saint Joseph's College, Rensselaer, Ind. 47978, 1967, 25 p. $3.00

This report describes and contrasts via text and tables, the Saint Joseph's Freshman Class of 1966-67 with male and female students in the midwest and the nation on a range of characteristics such as personal objectives, high school grade averages, probable major field, etc., with special emphasis on contrasting our male population with midwestern and national females. The contrast was designed to aid the college in understanding the effect "going coed" will have on academic, cultural, and social areas of our campus. The data used here comes from the ACE Research Reports, Vol. 2, No. 3, 1967, as well as from the ACE printout on the Saint Joseph's freshman. Percentage data was used, and no attempt was made to determine statistical differences. The accuracy of these descriptions should become more clear as these findings are compared with other data collected over the next few years and with studies of students on other campuses.

56. Sullivan, John J. A Look at the University of Georgia Class of 1966, Institute of Higher Education, University of Georgia, Athens, Ga. 30601, 1967, 14 p.

This study is an analysis of a questionnaire sent to a random sample of graduating seniors who comprised the University of Georgia's Class of 1966. The typical male and the typical female graduate are presented, and the differences between these graduates and their parents in terms of political and religious convictions are noted. Opinions concerning the University and its operations are listed by sex along with suggestions offered by the graduates.

RECRUITMENT AND ADMISSIONS

57. Ryan, Martin D. The Relationship Between Application and Enrollment: 1966 Saint Joseph's Freshmen and Selected Indiana and Midwest Colleges, Institutional Research Office, Saint Joseph's College, Rensselaer, Ind. 47978, 1968, 19 p. (available on loan only for cost of postage)

    This report is a study of the relationship between application and enrollment for the 1966 freshman classes of Saint Joseph's College and selected Midwest and Indiana colleges. The applications and enrollment percentages are compared on the basis of the high school class ranks of the applicants via text and tables. The data for the Indiana and Midwest colleges selected for comparison came from the manual of Freshman Class Profiles, 1967-69.

58. Schwender, James C., and Harold J. Burbach. Attitudes of New York State Secondary School Guidance Counselors Toward the Admissions Counselor's Visitation, Office of Admissions and Records, State University of New York at Buffalo, Buffalo, N.Y. 14214, 1968, 21 p.

    The study reflects the viewpoints of over 650 guidance counselors in New York State toward the secondary school visitation by admissions counselors. Major findings include that visitation is the most important vehicle for a guidance counselor to gain knowledge about admissions policies at institutions of higher education. Secondary schools need not be visited on an annual basis, and counselors primarily viewed the visitation as a learning experience by both the students and the counselors. Moreover, secondary counselors prefer that colleges invite themselves to specific secondary schools.

59. State Council of Higher Education for Virginia. Student Admissions, Virginia State-Controlled Institutions of Higher Education, Fall 1967, Part I, State Council of Higher Education for Virginia, 10th Floor, Life of Virginia Building, Richmond, Va. 23219, 1968, 137 p.

    This study reports applicant qualifications and institutional admissions decisions for the 36,187 applicants who submitted 41,491 applications for Fall, 1967, admission to the 14 four-year and 14 two-year state-controlled institutions of higher education in Virginia. Included is information about the sex, residence, high school rank, and SAT scores of 1967 freshman applicants. The number and types of multiple applications and multiple acceptances are also examined. A report on the freshman year performance of 1967 enrollees in state-controlled institutions will be published in the Fall of 1968 as Part II of the study.

60. Wallace, Donald D. and Lynn Barricks. Survey of Applicants Who Cancelled Admission for Academic Year 1967, Office of Institutional Research, Drake University, Des Moines, Iowa 50311, 1967, 28 p.

This study is an attempt to determine why 454 accepted applicants failed to attend Drake University in 1967. Reasons which were analyzed include financial aid, expense, facilities, academic, lack of program, weak programs, location, social, poor service, and personal. In-state schools were favored by most, and a "shopping around syndrome" was indicated by the data.

PREDICTION AND ACADEMIC PERFORMANCE

61. Martin, Peter B. Freshmen Reading Ability: New York City Community College, Office of Student Evaluation and Development, New York City Community College, Brooklyn, N.Y. 11201, 1968, 9 p.

This study is an analysis of the reading ability scores for 1617 freshmen. It includes a comparison of departmental mean scores with college mean. The day session reading ability was at the 12.6 grade level, and 25 percent read under the grade level 11.0. Freshmen in five curricula surpassed the college mean, and students in the other curricula were below the college mean.

62. Ramsey, Robert R., Jr., and Mrs. Dale Baronian. Student Admissions, Virginia State-Controlled Institutions of Higher Education, Fall 1966, Part II, State Council of Higher Education, 10th Floor, Life of Virginia Building, Richmond, Va. 23219, 1967, 220 p.

This report is a follow-up of the first year performance and persistence of the 15,020 students who enrolled as first-time freshmen in Virginia's two-year and four-year state colleges and universities in September, 1966. It examines freshman academic records in relation to the previous characteristics of secondary school class rank and College Board Scholastic Aptitude Test scores. Special attention is given to the previous academic characteristics of the failures and withdrawals among the Fall 1966 enrollees. Analyses of freshman year performance (including coefficients of correlation) by groups of institutions (two-year and four-year) and by sex and residence of enrollees are presented in 197 tables.

63. Ryan, Martin D. A Comparison of the Composition of the 1965 and 1966 Freshman Classes in Indiana Colleges, Institutional Research Office, Saint Joseph's College, Rensselaer, Ind. 47978, 1967, 29 p. (available on loan only for cost of postage)

    This report is based upon quantitative measures of ability used to make up the predictive index--SAT Verbal, SAT Math, and High School Rank. Saint Joseph's College's freshman class composition is compared to the Indiana colleges via a short text, nine graphs, and three tables.

64. Ryan, Martin D. Preliminary Report of the Grade Patterns of the 1966-67 Freshman Class at Saint Joseph's College, Rensselaer, Indiana, Institutional Research Office, Saint Joseph's College, Rensselaer, Ind. 47978, 1967, 11 p. $1.50

    Using the ACE data sheets from the Admissions Office, Ryan developed a series of tables and graphs to depict the over- and under-achievement of the 1966-67 freshman class at Saint Joseph's College. In all of the charts, predictive indices (composed of SAT Verbal, SAT Math, H.S. Rank and H.S. Average) are used to describe the freshman class.

PERCEPTION OF COLLEGE ENVIRONMENT

65. Brown, Charles I., Nathalene R. Smith, and Charles A. Asbury. "A Design for Campus Libraries Based on the Favorite Study Habits and the Preferred Study Locations of Students at Fayetteville State College," Faculty Research Edition: Savannah State College Bulletin, Savannah State College, Savannah, Ga. 1967, 100 p.

    The purposes of the study were to investigate the favorite study habits and principal study locations of students at Fayetteville State College, and to give assistance to the designers of the new college library at the institution. The study findings phrased as recommendations were influential in providing library facilities that FSC students will accept and use.

66. Cedar, Toby. Wayne Observed: Student Perception of the University Environment, Office for Institutional Research, Wayne State University, Detroit, Mich. 48202, 1968, 29 p.

    This study reports the results of a survey undertaken in Fall 1965 which circulated CUES to a sample of students. Scale and item scores are reported. Comparisons are made between Wayne and other universities to gain additional knowledge of specific environmental characteristics.

67. Reilly, Richard R. Tele-Writer Survey - Winter 1967, Office of Institutional Research, University of Tennessee, Knoxville, Tenn. 37916, 1967, 6 p. (limited quantity)

Participating students and faculty were asked to complete a weighted checklist and to offer comments about tele-writer as a remote teaching device. No significant differences were found in student attitudes toward a course using tele-writer versus the same course with the instructor present. The comments which appeared most consistently in student and faculty evaluations are presented as recommendations for further use of the instrument.

68. Ryan, Martin D. Who Goes Where to College: A Comparison of Saint Joseph's College with Eleven College Samples, Institutional Research Office, Saint Joseph's College, Rensselaer, Ind. 47978, 1968, 14 p. $2.00

This study attempts to compare characteristics of freshmen, called input characteristics, and the characteristics of the college, measured by the environmental assessment technique, developed by Alexander Astin and reported in his Who Goes Where To College. The assumption behind this and many previous studies is that the college environment is determined to a large extent by the kinds of students at the institution. Astin has attempted to type 1015 of the some 1200 college environments, and Ryan used this data to compare Saint Joseph's with the average standard scores for the colleges grouped by affiliation and other Indiana colleges for each of the thirteen dimensions. Samples of these sub-categories were obtained from the original list of 1015 schools.

69. Yuker, Harold E, and Pauline Lichtenstein. Student and Counselor Perceptions of the Freshman Seminar Course (Fall 1966), Center for the Study of Higher Education, Hofstra University, Hempstead, N.Y. 11550, 1968, 21 p.

Students perceived the most emphasized aspects of Freshman Seminar as being the most influential. These were primarily discussion items and items relating to critical thinking and learning to evaluate the ideas of others. The least emphasized aspects of the course were also the least influential. These included such pragmatic items as learning to use the library, learning the efficient use of time, and educational counseling.

70. Yuker, Harold E., Pauline Lichtenstein, and Paula Witheiler. Reaction of New College Students to New College at Time of Application, Center for the Study of Higher Education, Hofstra University, Hempstead, N.Y. 11550, 1967, 9 p.

Students applying to an experimental college perceived as positive the faculty-student relationship, the non-traditional academic program, the fact that it was a three-year program, the small number of students, and the opportunities for independent study. They perceived as negative the lack of social and extra-curricular activities and the extended school year.

RETENTION, ATTRITION, AND TRANSFER

71. Fincher, Cameron. Junior College Transfer Students at the University of Georgia, Institute of Higher Education, University of Georgia, Athens, Ga. 30601, 1967, 15 p.

This study describes the academic ability, academic performance, and academic progress of 440 students who transferred from a junior college to the University of Georgia in 1964. Data are presented to show how the transfer students compare in academic ability with freshmen entering the University of Georgia two years earlier and with freshmen entering public junior and public senior colleges in Georgia. Comparisons are also made with other junior college transfer students in Georgia. A major finding of the study is that 38 percent of the students transferring to the University of Georgia had graduated by 1966.

72. Good, Carter V., and Kenneth B. Settle. Academic Achievement of Transfer Students from Four-Year Collegiate Units to the College of Arts and Sciences, University of Cincinnati, 1965-66. Office of Institutional Studies, University of Cincinnati, Cincinnati, Ohio, 45221, 1967, 15 p.

This is a study showing the number and grade point achievement of students at the University of Cincinnati who transferred to the College of Arts and Sciences from one of the University of Cincinnati four-year colleges and from non-University of Cincinnati four-year colleges; critical importance of transfer function for two and four-year colleges; national statistics on transfers; guidelines for transfer and articulation between junior and senior colleges; admissions; evaluation of transfer courses; curriculum planning; advising, counseling and student personnel services; and articulation programs.

73. Hecht, R.M., and M. Erdsneker. Attrition-Retention Fall 1965 Class, Office of Institutional Research and Studies, Bronx Community College, Bronx, N.Y. 10468, 1968, 30 p.

    This report is a study of students who departed from the College under any conditions. It was divided into four parts: Background, attrition-retention statistics; Correlational analysis-admissions criteria against grades; Questionnaire tabulation-reasons for leaving B.C.C.; Summarization, conclusions and recommendations for futher research.

74. Morishima, James K. Comparative Attrition, Office of Institutional Educational Research, University of Washington, Seattle, Wash. 98105, 1967, 8 p. 50¢

    For students entering the University of Washington directly from high school in Fall, 1966, 13.3 percent of the men, 7.9 percent of the women, and 10.9 percent of the total freshmen were dropped for academic reasons by the end of the first year. In contrast, during the 1960-1961 academic year, which was the last year in which students were admitted with high school GPA's of less than 2.5, the percentages were 19.0, 12.5, and 16.3, respectively. The total decline in attrition would seem to be a reflection of the increase in the criteria for admission from high school. The attrition rates in the high school GPA categories above 2.5 have remained relatively stable, and the decline in attrition rates are a reflection of the fact that we have been excluding many students in the high school GPA category which had the highest attrition rate, namely students with high school GPA's between 2.0 and 2.5.

75. Panos, Robert J., and Alexander W. Astin. Attrition Among College Students, Office of Research, American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036, 1968, 15 p.

    The ability to complete four years of college within four years after matriculation was examined in a longitudinal study of 36,405 college students entering 246 colleges and universities as freshmen in 1961. An analysis of the effects of 36 college characteristics on student persistence in college was performed. After controlling statistically for differential student input to the various college environments, 21 significant college effects were observed. The results of this study provide support for the notion that educational outcomes are determined both by the individual's personal characteristics and by the environmental context, as well as the need for an unambiguous (even though necessarily arbitrary) definition of the dropout.

76. Schwender, James C. Follow-Up Study of SUNY - Agricultural and Technical College at Canton Graduates - 1961, 1962, 1963, Office of the Registrar, State University of New York, Agricultural and Technical College, Canton, N.Y. 13617, 1966, 36 p.

    Although the curriculum offered at this institution was vocational or technical in nature, nearly one-sixth of the students continued their education for the bachelor's degree. Those students entering the labor market and those pursuing futher education felt they were adequately prepared for their current pursuits. An analysis of starting and current salaries for graduates in various curricula was also included in the study.

77. Schwender, James C. Follow-Up Study of SUNY - Agricultural and Technical College at Canton Students Who Failed to Meet Graduation Requirements, Office of the Registrar, State University of New York, Agricultural and Technical College, Canton, N.Y. 13617, 1966, 19 p.

    The majority of students who withdrew prior to graduation did so as a result of deficient academic performance. If admitted to another school, the students continued to have academic difficulty. Students were unsure of their educational objective at time of entrance. Major criticism was the lack of counseling services available to the students.

78. Stordahl, Kalmer E. Student Perceptions of their Voluntary Withdrawal from Northern, Office of Institutional Research, Northern Michigan University, Marquette, Mich. 49855, 1967, 21 p.

    This is a study of 327 students who voluntarily withdrew from Northern Michigan University between the spring and fall of 1966--their college plans, perceptions of reasons for leaving, and their opinions about selected aspects of their college experience. About 60 percent of the voluntary withdrawals had transferred, and about 40 percent had interrupted their education at least temporarily.

79. Swasey, Vincent. A Study of the Attrition Rates of UT Students from Freshman to Sophomore Years, Office of Institutional Research, University of Tennessee, Knoxville, Tenn. 37916, 1967, 4 p.

    No definite trend could be found in the withdrawal rate between the freshman and sophomore years at the University of Tennessee for the years 1963 through 1966. Approximately one-third of the freshman students enrolled in the spring quarter failed to continue in the University the following fall quarter; students with low grades constituted the majority of the withdrawals, but 1 or 2 out of each 10 students who withdrew had good marks. Further study of reasons for withdrawal is recommended.

MISCELLANEOUS

80. Burroughs, Wayne. Development of the 1968 Winter Constants for Projected Enrollment Program, Office of Institutional Research, University of Tennessee, Knoxville, Tenn. 37916, 1967, 5 p. (limited quantity)

> The 1968 winter constants for projected enrollment fiqures were established on the basis of decline rates from fall quarter to winter quarter, as opposed to the fall constants which were established using only previous fall quarter data and the current projected fall enrollment figure. Data for the determination of Winter 1968 enrollments by class level were taken from 1964 to 1967 enrollment summaries. Where a trend in decline rates was evident, it was used. If no trend was apparent, decline rates were averaged for the three year period.

81. Cedar, Toby. Student Housing Survey: Fall 1966, Office for Institutional Research, Wayne State University, Detroit, Mich. 48202, 1967, 37 p.

> In 1966 a sample of students responded to questions about their present living conditions, their desire to live near Wayne, and the advantages and disadvantages of a campus residence. This paper reports on the kind of students most likely to want housing on campus and the type of living unit desired. In addition, the urban setting of the university is assessed for its attractiveness to students.

82. Froehlich, G.J. Enrollment in Institutions of Higher Learning in the State of Illinois, Bureau of Institutional Research, 409 East Chalmers, Room 242, Champaign, Ill. 61820, 1967, 96 p. (limited quantity)

> This survey provides Fall 1966-67 enrollment data for the 130 different institutions of higher learning in Illinois. Twenty-year enrollment trends are also shown. Besides giving the data for each individual institution, the data are summarized for Illinois as a whole, for all public and all private institutions combined, for public and private colleges, public and private universities, private professional and technical schools, and for public and private junior colleges. Summary data for each Standard Metropolitan Statistical Area in Illinois are also given.

83. Hewitt, Raymond G. A Survey of Selected Student Union and Conference Facilities, Office of Institutional Studies, University of Massachusetts, Amherst, Mass. 01002, 1967, 26 p.

Data were gathered concerning the policies presently governing the use of alcoholic beverages in student unions and conference centers at a sample of institutions. General statistical data and information concerning the availability of parking at conference centers were also gathered.

84. Hoffman, Bernard B. The Mainstream Expectations for Higher Education and the Realities of Cost, Office of Institutional Research, Chico State College, Chico, Calif. 95926, 1968, 7 p.

As a background this work presents the national and state picture of costs in higher education and their probable impact on students. New freshmen and new transferring juniors are questioned using a varying scale of costs. Findings reveal that student groups are forced into part-time employment and transfer to hometown colleges, often terminating their education there.

85. Panos, Robert J., and Janet E. Rice. An Experimental Analysis of Different Mail-Follow-up Techniques Within a National Sample of Hard-Core Nonrespondents, Office of Research, American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036, 1967, 2 p.

This paper tests the effects of several mail follow-up techniques (type of cover letter, type of postage, and class of outgoing mail) on the probability of obtaining a response within a sample of hard-core nonrespondents. The data shown can serve as a rough guide in selecting a follow-up technique for a particular study. It was found that the cheapest method in terms of cost per respondent also tended to be the best in terms of rate of response.

86. Stecklein, John E., Robert H. Fenske, and Andrew S. Huang. Student Finances Study: An Analysis of Income and Expenditures of Sophomore, Junior, and Senior Students at the University of Minnesota 1965-66 Academic Year, Bureau of Institutional Research, University of Minnesota, Minneapolis, Minn. 55414, 1967, 195 p. $1.50

This study is an analysis of sources of income and expenditure patterns based on a questionnaire survey of a sample of over 2,000 University of Minnesota sophomore, junior, and senior students. Attention is also devoted to potential effects of rising attendance costs and student opinions about financing higher education. The data are analyzed by a number of variables, such as sex, campus, residence, scholastic aptitude, grade point average, parental income, etc.

87. Witmer, David R. Unit Cost Studies, Board of Regents of State Universities, Madison, Wis. 1967, 44 p.

This study explores the various problems arising in unit cost financing of higher education. It gives detailed analyses of general costs for students in Wisconsin state universities as well as several discussions of previous studies and predictions. It also contains a comprehensive bibliography.

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